

# The European Commission's science and knowledge service

Joint Research Centre

## Going Open: Policy Recommendations on Open Education in Europe digital certification of formal and non-formal learning

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Groningen Declaration Annual Meeting

18<sup>th</sup> April 2018, Paris @*aisantos*

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## ***Joint Research Centre (JRC)***

*The JRC (Seville) is the in-house science service of the European Commission. Our main goal is to support policy making in Europe via **research evidence**. We have over 100 policy reports published in the field of **education**, to include reports on **Open Education**.*



## OpenEdu Framework workshop, JRC Seville





## **At a policy level**

*Renewed Agenda for Higher Education (Communication, 2017)*

*Digital Education Action Plan (2018)*

*New Europass Decision (Framework) (2018)*





# Communication on the European Education Area by 2025 – Nov 2017

*Mobility (EU student card)*

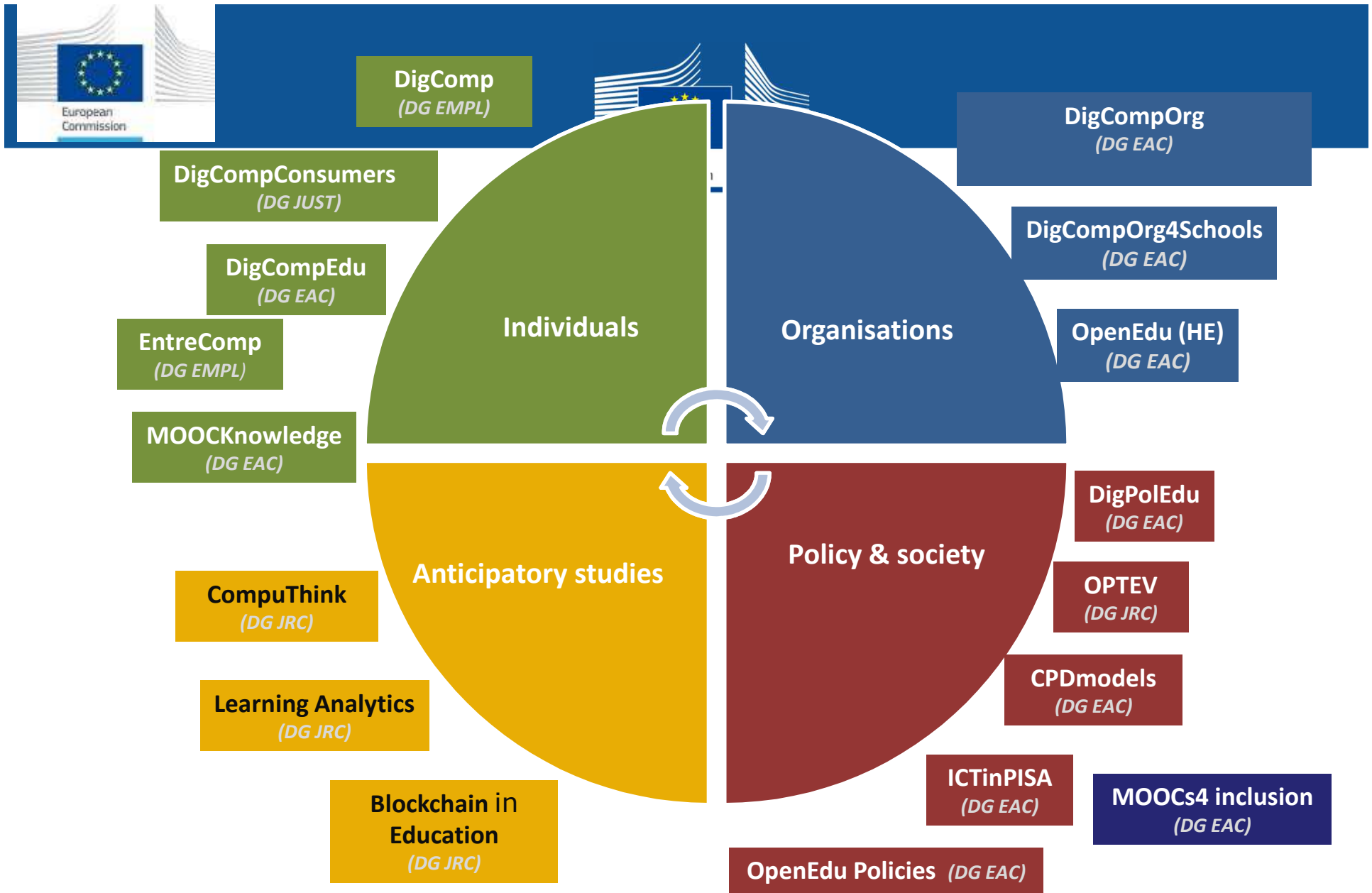
*Mutual recognition of diplomas ( New Sobornne Process). Upcoming Council Recommendation*

*Mainstreaming Innovation and Digital Skills*

*Supporting Teachers*

*Creating a network of European Universities*





Current JRC research on Digital Age Learning and 21st Century Skills





# **An open education perspective on credentialisation and recognition of learning should include:**

*Formal learning*

*Non-formal learning*

*Informal learning*





# The OpenEdu Project

**2013-2016**





# OpenEdu Project

**OpenCases**

9 case studies

**OpenCred**

4 case studies

**OpenSurvey**

5 countries

**Moocknowledge**

survey of learners

**in-house  
research**

90+ stakeholders consulted

**Final  
Report**

**OpenEdu Framework**

OpenEdu supports the 2013 Communication 'Opening up Education: Innovative Teaching and Learning for all through New Technologies and Open Educational Resources'



# Opening up Education report, JRC 2016



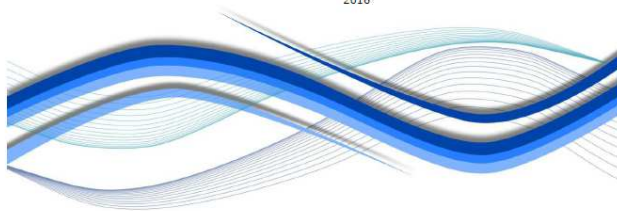
JRC SCIENCE FOR POLICY REPORT

## Opening up Education

*A Support Framework for  
Higher Education  
Institutions*

Andreia Inamorato dos Santos  
Yves Punie  
Jonatan Castaño Muñoz

2016



EUR 27938 EN



**It can be downloaded from:**  
<http://bit.ly/openeduframework>



# OpenCred

Desk research on all 28  
Member States

2

In-depth interviews with  
academics

2

In-depth interviews with  
MOOC learners

2

In-depth interviews with staff  
of employer bodies

4

case studies



JRC SCIENCE FOR POLICY REPORT

## Validation of Non-formal MOOC-based Learning

*An Analysis of  
Assessment and  
Recognition Practices in  
Europe (OpenCred)*

Authors: Gabi Withaus, Andreia Inamorato  
dos Santos, Mark Childs, Anne-Christin  
Tannhäuser, Grainne Conole, Bernard  
Nkuyubwatsi, Yves Punie

2016



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Research  
Centre

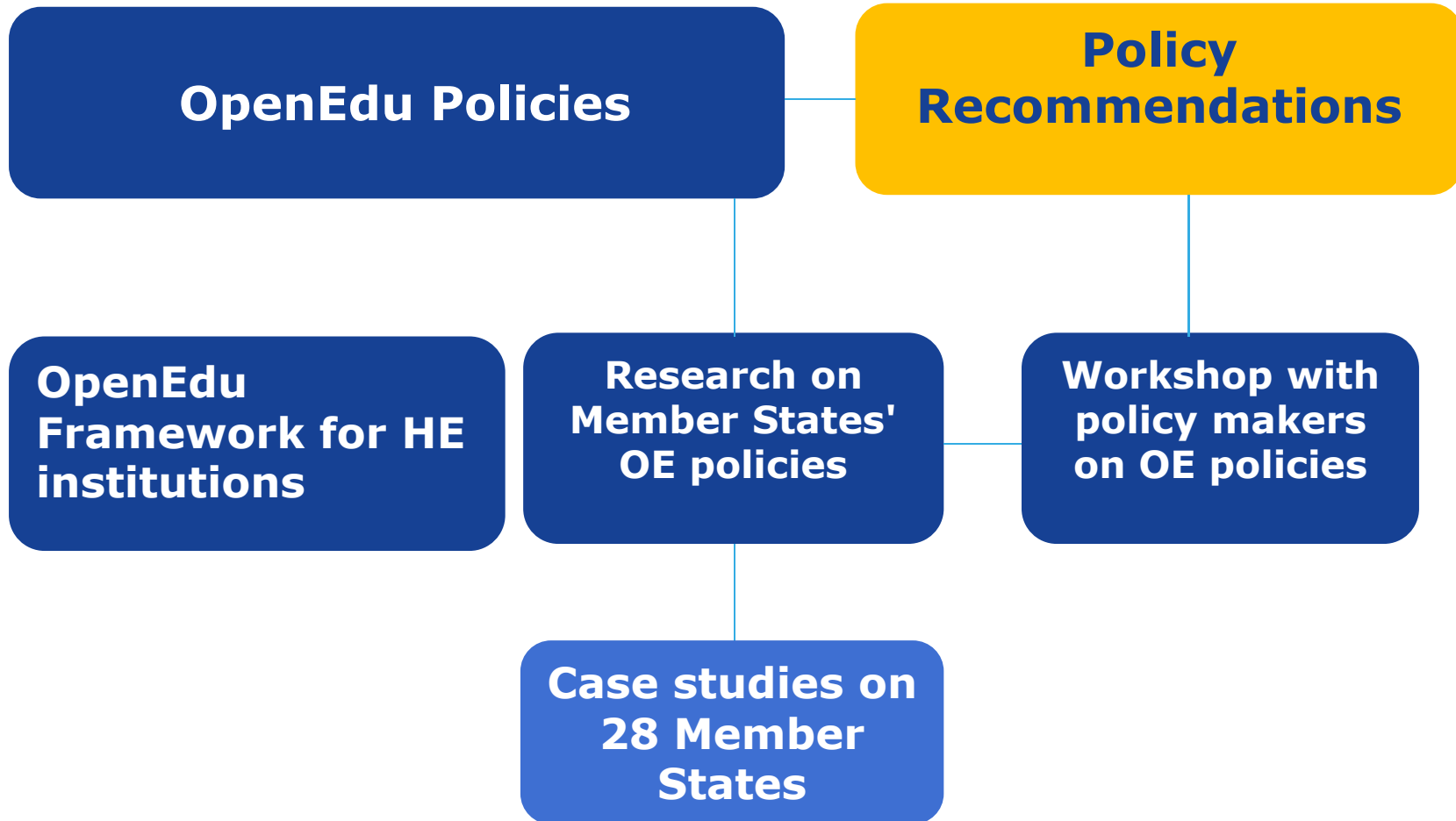
EUR 27660 EN



# OpenEdu Policies

**2016-2017**

# OpenEdu Policies



# UPCOMING REPORTS - FALL



JRC SCIENCE FOR POLICY REPORT

## Going Open

*Policy Recommendations on  
Open Education in Europe  
(OpenEdu Policies)*

Andrés Invernado dos Santos  
Editor: Yves Punie

2017



JRC SCIENCE FOR POLICY REPORT

## Case Studies on Policy Approaches to Open Education

*EU Member States  
(OpenEdu Policies)*

Andrés Invernado dos Santos, Fabio  
Nasolombi, Paul Bacsich, Javiere  
Azenas, Stefania Aceto, Daniel Burgos,  
Yves Punie

2017





## Main message from stakeholders:



“Policies are important because they are **catalysts for action**”





# Levels of policies







## Policy example: New Europass Decision

On 15 March 2018, the European Parliament gave its green light to the New Europass Decision. The Decision has been adopted in April 2018.

The New Europass platform will address policy concerns and user needs, by opening to current digital evolutions and being **interoperable** with any partner or professional system through **open standards**.

The platform will include a free-to-use e-portfolio of personal information, **self-assessment tools** and **a tool for digital certificates for qualifications or work experience**, which will be fraud-proof and will enhance **trust** in the information provided by candidates.



# OE ecosystem: 8 areas for development

*Awareness raising*

***Regulation,  
legislation and  
funding***

*Partnerships and  
collaboration*

***Teachers'  
continuous  
professional  
development (CPD)***

***Accreditation and  
recognition***

*Open Educational  
Resources*

***Support and  
infrastructure***

*Research and  
evidence*





# Accreditation and Recognition

***Institutions should consider using current frameworks for OE whilst governments should consider changing and adapting regulations to support institutions***



## Accreditation and recognition of open learning

### The European Commission

should consider:

- **Exploring** how existing frameworks for the recognition of non-formal learning could be effectively used for open education within the context of contemporary open education practices
- **Proposing** a European reward and incentives system for open education initiatives

### Ministries should consider:

- **Providing the legal frameworks** for schools and universities to take the necessary steps towards the recognition of OEP as one of the paths for career development and progression of teachers and lecturers
- **Providing the legal frameworks** for open learning to be formally recognised at all levels of formal education
- **Promoting the recognition** of time spent on open education activities formally; for career development and progression purposes

### Regional education authorities

should consider:

- **Providing** recognition for teacher training on 'how to do' open education, in terms of content production, reuse and sharing, pedagogies and assessment for open learning





European  
Commission

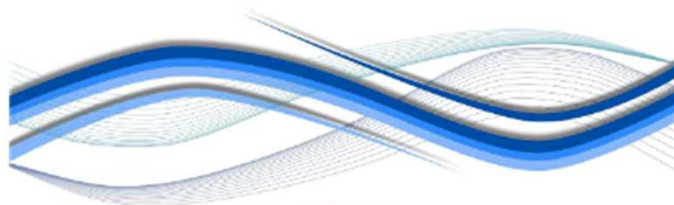


JRC SCIENCE FOR POLICY REPORT

## Blockchain in Education

Alexander Grech  
Anthony F. Camilleri  
Editor: Andreia Inamorato dos Santos

2017



JRC  
SCIENCE FOR POLICY

EUR 28778 EN





## Aims of the study

*The study sought to:*

*Identify, analyse and disseminate the **state-of-the-art of the use of blockchain technologies in education** in the EU. Currently stakeholders within the education sector are often unaware of the social advantages and potential of blockchain technology. The report tries to address this gap*

*Explore examples of practices via **case studies** in Europe and abroad*

***Propose a set of recommendations** that may support EU efforts (Member States and the European Commission) to open up education in Member States by maximising the potential for blockchain technologies.*





# Report content overview

*Identification and engaging with the **key issues** which are influencing policy-makers and other key stakeholders in considering the use of the Blockchain as a value-added proposition within an education landscape (**social value proposition**: 1. self-sovereignty and identity; 2. trust; 3. transparency and provenance; 4. immutability; 5. disintermediation and 6. collaboration)*

*Exploration of how education institutions and learners can **use the technology as a transparent, trusted system** for securing, sharing and verifying academic achievements in Europe ( e.g. ontology of certifications, smart contracts, digital signatures, grants issuing, etc)*





# Thank you



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<https://ec.europa.eu/jrc/en/open-education>

